

# Resident Academic Half Day (AHD): A to... not yet Z

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## Background

- Historically, noon conference has been the standard format to deliver educational material to trainees. This modality presents several barriers, including inadequate protected time, inconsistent attendance, and a lack of structured longitudinal curriculum taking into account different levels of learners.

## Objectives

- Create a three-year longitudinal curriculum to limit redundancy and cover the American Board of Pediatrics content specifications.
- Implement protected didactic time for each level of training that occurs at regular intervals.
- Measure medical knowledge retention using weekly quizzes.

## Methods

- Moving to AHD required planning and commitment from the department and its faculty. A half day was dedicated to teaching residents, alternating weekly between levels of trainees.
- Mandatory attendance freed residents from clinical responsibilities. Review of board relevant content and past in-training exam scores were the foundation for curriculum development.
- Weekly quizzes, to be completed within 24 hours of AHD, were implemented to reinforce knowledge retention.
- Dynamic lectures involving simulations and board review sessions were paired with traditional didactics, introduction to research, and wellness lectures.

## Results

- 90% of residents surveyed agree that information delivered at AHD can be applied to clinical experiences.
- 77% of residents felt that content was relevant to their ABP certification exam preparation.
- Overall, simulations, interactive sessions, and case presentations were more favorable to the learners surveyed.

## Figures

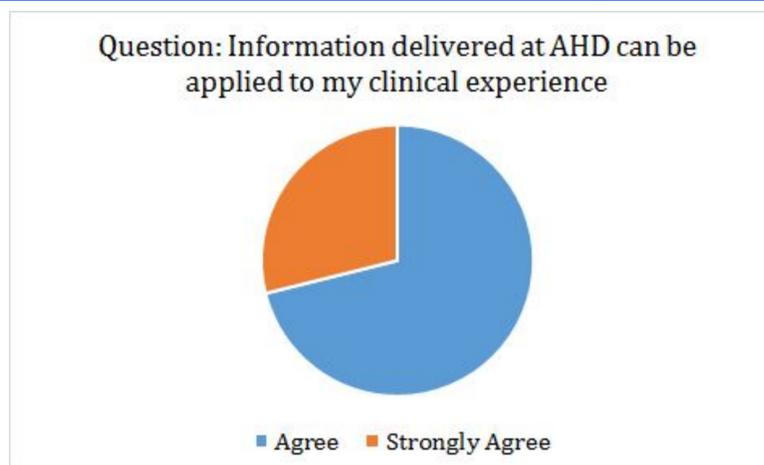


Figure 1: Percent of respondents who agree that the information presented at AHD is applicable to their clinical experience.

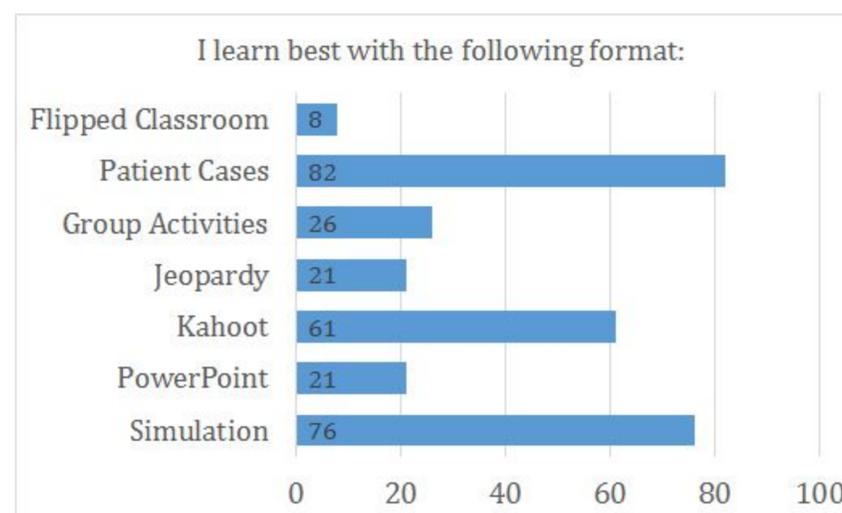


Figure 2: Survey results of respondents' preferred learning modalities. Of note, numerous responses were accepted.

## Conclusions

- AHD curriculum continues to address traditional topics, but also focuses on other areas of need for trainees: wellness, professionalism, career planning, board preparation and research education. In the COVID-era, transition to a virtual platform provides the same content, but presents its own challenges. Early feedback highlights the need for interactive lectures to keep learners engaged when they are not physically present.

## Limitations and Barriers

- There were many challenges to scheduling the AHD curriculum including faculty recruitment, simulation resources, lack of faculty incentives, resident scheduling and patient coverage.
- Lectures were transitioned to a virtual platform in April 2020. This created new barriers including lack of ability to have interactive sessions, decreasing resident participation and engagement, faculty discomfort with new technology, and technical difficulties.

## Future Directions

- Plans are in place to implement a tri-annual test mirroring the format of the annual ITE, that reviews AHD topics from the prior 4 months.
- Over time, the residency annual ITE scores and Pediatric Board Exam pass rate will be tracked to monitor for improvement.
- Ongoing curriculum adjustments to make our virtual sessions more interactive.